

PUPIL PREMIUM REPORT.

Evaluation Summary

1. To continue the provision of the additional Pastoral support worker post for hard to reach families and to support transition into adult services.
2. To continue the provision of additional independent advice and guidance for post 19 transition.
3. To continue the provision of specialist speech and language provision as well as support for the further development of sensory related training, resources and provision.
4. To provide access to additional sporting events within a network of schools targeting pupils of all abilities.
5. To accredit the school's provision for ASD pupils through the National Autistic Society
6. Contribution to Minibus running costs to ensure access to community activities.

The total pupil premium allocation of £50,490 represents less than 2% of the total school budget, which, (since the introduction of the banding funding formula and high needs top up for pupils with additional needs) is reducing annually by 1.5%. The reduction would be much more significant without the protection of the minimum funding guarantee which limited any reduction to 1.5%.

1. PLSW post.

Transition processes have been effective and all pupils placed following exit from school. Questionnaire returns from parents evidencing satisfaction with the process. Transition for pupils entering the school this year have also been successful. The PLSW has supported multi-agency working and families to engage with school. (Detailed report provide by the PLSW).

2. Provision of IAG

All pupils from Year 12 upwards had access to, 'Independent advice and guidance' and where appropriate support around choices for college placements.

3. Provision of Specialist SaLT

Two staff training sessions delivered on managing complex behaviour. Individual programme support for identified pupils. Support for communication lead in developing whole school communication strategies particularly for ASD pupils. (Report provided by Communication coordinator)

4. Provision of sports events linked to MSLD schools network.

(Report provided by PE coordinator) The sports event format was successful allowing the full age range and ability range of pupils to have access to sports events outside of school.

5. Annual subscription fee for NAS accreditation

The school is scheduled to have its next review for accreditation in March 2018. The NAS accreditation scheme is seen by parents as a robust quality mark for provision for ASD pupils and has resulted in some parents actively choosing the school for their children. It provides the school with a nationally recognised review tool to ensure our provision is meeting the needs of our ASD cohort, which is increasing in size every year.

6. Minibus running costs

To facilitate the increased numbers in the school and the complexity of the pupils the school is now operating 4 minibuses to ensure equality of access and to maintain the enhancement of the school based curriculum through practical learning in the community. Annual running costs are now £13,271.

Allocation of the pupil premium alongside that of the school budget has ensured that the pupils in receipt of pupil premium are achieving as well as their non-pupil premium peers and are accessing a wide range of activities off site.

PUPILS ELIGIBLE FOR PUPIL PREMIUM (56 PUPILS KS 3 & 4 Yrs. 7 -11 of which 41 had data available). Comparison of progress against expectations ignoring category of need.

Aspects Averaged for each area

LITERACY	Expected: 100%	Of Which exceeded: 10%	Less than 0%	
NUMERACY	Expected: 100%	Of which exceeded: 9%	Less than: 0%	
SCIENCE	Expected: 100%	Of which exceeded: 17%	Less than: 0%	
ICT	Expected:100%	Of which exceeded: 22%	Less than: 0%	
PSD	Expected: 100%	Of which exceeded: 8%	Less than: 0%	

Pupil Premium.

Academic Year 2016-2017

- Training for MSTSA, schools direct students was completed.

Our Speech and Language Therapist, Clare Grace, was booked on a termly sessional basis to complete:-

- year 7 screenings,
- developing speaking and listening using visual low tech solutions-aided language boards.
- Assessments for AAC devices and applications for funding via the CAAT team.
- Target setting for receptive and expressive language for individual complex communication needs.
- Observations and advice to inform transition of pupils into a new placement.
- Strategies to develop communication linked to behaviour for individual complex pupils.
- Formulation of training action plan was completed and delivered to meet standards for Autism accreditation.

One pupil, has had an additional application, 'Go Talk Now' purchased for his iPad to aid his communication further.

Supporting pupils sensory needs

Two pupils, received SHINE therapy assessments (July 2017) to support their sensory strategy development in school and in looked after settings

Academic Year 2017-2018

- Funding to be used to maintain and repair AAC devices currently being used in school.

Speech and language therapy support to include:-

- Classroom observations to prepare for Autism accreditation in February 2018
- Prioritising training needs for new and newly qualified staff
- Individual pupil assessments for speech and language and communication linked to behaviour.
- Year 7 screenings, advice sessions for new and newly qualified teaching staff
- Assessments for individual communication aids and funding through Liverpool CAAT team regional funding.

PUPILS ELIGIBLE FOR PUPIL PREMIUM (41 PUPILS 34 WITH DATA)

Comparison of progress against expectations ignoring category of need.

SPEAKING	Expected 95%	Of which 5% exceeded	Less than 5%	2 pupils
LISTENING	Expected 95%	Of which 5% exceeded	Less than 5%	2 pupils in Yr. 7

The role of Pastoral Support Worker to support students and their families around attendance, transition and to engage with hard to reach families as been in place for three years .

Attendance is monitored daily and contact made with families to establish the reasons for non-attendance, support will be given to enable the student to return to school as soon as possible. Between September 2016 /July 2017 we had 5 pupils achieve 100% attendance, 59 pupils achieve between 95-99.9% and 21 pupils below 85% attendance, compared to September 2016 we had a lot of children off due to long term illness some of whom are still yet to return
 Nine students left school this year and seven of the students were in receipt of Pupil premium that represents 7.44% over the complete school and 1.19% of the 59 students in receipt

The Pastoral Support Worker on most days is present to greet families, congratulate children on arriving on time and being around when parents need to talk to someone.
 The monitoring of absenteeism prevents families from falling into persistent absence levels through support, engaging and signposting

Transition

We had 9 students leaving this year 2016/2017, 6 have taken up college placements , 3 have taken up places in specialist day service provision (Autism) and for the students who attend college for three days a week the other days have been filled attending other day services such as, Making days & L’Arche .

The transition to post 19 provisions as improved with the creation of this post
 Every student leaves with a Person Centred Plan, Health Action plan and Communication Passport.

We work closely with The Statement Review Office and the information collated helps form part of the new EHC plans

All families are supported to visit post 19 provision and this has gone some way in helping the process less stressful for everyone

Engagement of hard to reach families

By building a positive relationship with both the parents and the pupil and being reliable and consistent, we have been able to connect with families that find it hard to engage with school. The offer of transport to those parents who find it difficult to attend planned meetings has helped to increase families' attendance, also the opportunity to hold meetings within the family home at a time that is convenient for them has been welcomed.

To help maintain this engagement contact continues through phone calls, letters or if need be a home visit, this may lead to the signposting of families to other agencies and we will support the families through this if required

Also families who have never asked for any impute from school or other agencies are now able to speak to someone face to face and get the advice and support they are now looking for.

For example ; A Parent outside of borough needed advice and support to find out what support and activities their child could access within their own local community . The staff member was able to resource this information, contact people and then put the parent in contact with the correct support to meet her child's needs

Impact of LSSP input in school for the academic year 2016-2017

During the last school year we have had an LSSP coach coming into school to provide sports coaching to two of our ASD classes. These sessions provide pupils with an opportunity to develop their fine and gross motor skills, their agility, balance and co-ordination and self-esteem through allowing them to enjoy and achieve in a structured environment.

John structures the sessions to suit the individual needs of each pupil, he will break a skill down, so that pupils can fully understand the task and provides the chance for them to perform their skills in front of their peers.

The impact of these sessions has been high, as all pupils gained in confidence and skill development and some improved their P levels over the course of the school year.

In addition to coaching, the LSSP programme allowed pupils to participate in a range of different competitions which were suitable for their level of cognitive and physical development. The competitions allowed pupils to develop and practice skills in the morning and then gave them the chance to compete in the afternoon.

Redbridge High School participated in a range of events which catered for:

- P1-4 Ambulant
- P1-4 Non Ambulant
- P5-7
- P8+

Sports competitions included:

- Basketball - P5-7
- Basketball - P8+
- Dodgeball - P8+
- Athletics - P5-7
- Athletics - P8+
- Polybat / Table Tennis - P5-8+
- 5 a side football - P8+
- Olympic Legacy (Athletics, Football, Rowing, New Age Kurling and Archery) - P1-P8+
- PMLD Non Ambulant Dance Festival - P1-4
- PMLD Ambulant Sports Festival -P1-4

The impact that participating in these events had on the pupils included:

- Boosting Self – Confidence
- Fair competition against peers of a similar ability level
- Raising a sense of school pride and identity
- Learning more about competitive game play
- Improve social skills (as the groups were often mixed up in the morning coaching section, before the afternoon competitions)
- Having the opportunity to try out a range of different sports that they may have not participated in before (Polybat, Rowing, Archery, Polybat, Table tennis)

Overall increase in participation

During the course of the year, LSSP competitions alone, involved 49% of all Redbridge High School pupils.

Our LSSP coach ran sessions which a further 10% of our pupils participated in all year round (these pupils are not part of the 49% previously mentioned).

59% of pupils were positively impacted through our participation in the LSSP programme.

Factors hindering participation

A lot of the events were organised for Fridays, this clashes with our school swimming schedule and meant that certain groups of pupils and school minibuses were not always available to take pupils to and from the competitions.